



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING


RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

April 28, 2014

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of the College for Creative Studies as an Educator Preparation Institution (EPI) with Probationary Approval

On May 22, 2003, the State Board of Education (SBE) granted preliminary approval to the College for Creative Studies (CCS), Detroit, Michigan to proceed in the development of a teacher preparation program. Under the mentorship of Hope College (HC), the CCS developed a program for the preparation of educators of the visual arts. Under terms of the HC mentorship, the CCS offered courses taught by its faculty, under the oversight of an Education Advisory Committee that included HC faculty. As the fully approved EPI mentor, HC recommended the CCS teacher candidates for certification. The college has also worked with the Michigan Department of Education (MDE) staff to ensure that appropriate standards, rules, and guidelines are followed.

During March 2011 with the enthusiastic support of HC, the CCS submitted to the MDE a revised application for probationary approval as an Educator Preparation Institution (EPI). The application is accessible via secure internet site: <http://www.bb.collegeforcreativestudies.edu/webapps/portal/frameset.jsp>. Login and password information is available from the MDE's Office of Professional Preparation Services staff or from Dr. Nancy Vanderboom Lausch at the CCS.

In accordance with approved procedures, a Committee of Scholars (COS) was appointed by the SBE during September 11, 2007, to review the CCS application and to advise the SBE regarding approval as an EPI (Attachment A).

From its first review, the COS requested additional information, documentation, and evidence from the CCS. During April 2011 CCS provided an extensive response to the COS. After consideration of the April 2011 response, the COS unanimously agreed that the CCS' program was ready to host an on-site visit.

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The COS visited the CCS during May 2012 and prepared a report of findings regarding Michigan's standards and requirements for an institution of higher education to be approved as a Michigan EPI. The COS unanimously agreed that the CCS was ready for recommendation to the SBE as an institution deserving of recommendation for probationary approval as a Michigan EPI (Attachment B). The full COS report is presented as Attachment C. The report includes a timeline of the approval activities along with the standards matrix.

The CCS requests approval of one (1) specialty area educator preparation program for preparation of candidates for a secondary certificate with a K-12 Visual Arts Education (LQ) endorsement (Attachment D). The Visual Arts Education program has been reviewed by staff in the Office of Professional Preparation Services and by teams of content specialists. The program was found to meet the SBE criteria for program approval. The Michigan Test for Teacher Certification (MTTC) performance of teacher candidates in the specialty program has been excellent. The CCS initial passing percentage was 93% for 28 tests taken over the most recent three-year reporting period ending 2013. This passing percentage exceeded the statewide initial passing percentage of 88% for 380 tests taken over the 2010-2013 reporting period. A description of the specialty program is available on the Internet via the previously identified secure site.

As the mentor institution, HC recommends that the CCS is ready for probationary approval (Attachment E).

It is recommended that the State Board of Education grant probationary approval to the Center for Creative Studies as an EPI for three years (May 2014 – May 2017), as described in the Superintendent's memorandum dated April 28, 2014.

Michigan State Board of Education

**Committee of Scholars
College for Creative Studies**

Timothy Brisbois
Principal
Anchor Bay Middle School

Dr. William Charland
Associate Professor of Art
Western Michigan University

Susan English
Director of Institutional Research & Assessment
Associate Professor of Education
Aquinas University

Dr. Karen Obsnuik
Dean
College of Education
Madonna University
Committee of Scholars Chairperson



A Catholic University in the Franciscan Tradition

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January 15, 2014

Re: Summary of Findings from the College for Creative Studies Committee of Scholars

The College for Creative Studies (CCS) received preliminary approval from the Michigan State Board of Education (SBE) during 2003 to begin development of a teacher preparation program in Michigan. Since that time, CCS has been developing a teacher preparation program with the support of Hope College, which has been recommending CCS candidates for certification.

CCS proposes an innovative model for the preparation of art educators. Situated in Detroit, the college features two campuses, which have state of the art studios and classroom facilities. The art education programs emphasize an integrative approach to art and design education, with a strong commitment to the urban community.

The SBE voted on September 11, 2007 to appoint a Committee of Scholars (COS) for CCS. The COS was formed to review the application, to visit and consult with the institution, and to make approval recommendations to the SBE. The COS consisted of four individuals – three from teacher preparation institutions (COS Chairperson – Dr. Karen Obsniuk, Madonna University; Dr. William Charland, Western Michigan University; Dr. Susan English, Aquinas University) and one representing K-12 education (Timothy Brisbois, Principal, Anchor Bay Middle School).

Since 2007 the COS has met to review the application and receive various changes and updates. The COS met with CCS personnel and conducted a site visit to the college on May 15-17, 2012.

Based on a thorough review of the completed application and the site visit, the COS determined that the program design is sound, and that it has been successfully implemented under the mentorship provided by Hope College. The COS recommends the State Board of Education grant probationary approval to the College for Creative Studies. This will allow the institution to operate independently from Hope College, to institute its own policies, and to recommend candidates directly to the Michigan Department of Education for teacher certification. When the institution is ready for that last step in the approval process, the same COS will review the application for final approval.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Karen L. Obsniuk'.

Karen L. Obsniuk, Ph.D.
Dean of Education
College of Education
Madonna University

Committee of Scholars Report

On the Application for Probationary Approval from

College for Creative Studies

April 2014

Introduction

The College for Creative Studies (CCS), located in midtown Detroit, strives to provide students with the tools needed for successful careers in the dynamic and growing creative industries. The CCS is a major supplier of talent to numerous industries, such as transportation, film and animation, advertising and communications, consumer electronics, athletic apparel, and many more. Its graduates are exhibiting artists and teachers, design problem solvers, and innovators, as well as creative leaders in business.

Founded in 1906 as the Detroit Society of Arts and Crafts, the CCS traces its roots back to the early 1900s, when a group of local civic leaders were inspired by the English Arts and Crafts movement and formed a formal, four-year program in art. By 1926, the Art School of the Detroit Society of Arts and Crafts grew to an enrollment of 280 students.

The school officially became a college in 1962, when the Michigan Department of Education (MDE) authorized the institution to offer a Bachelor of Fine Arts in industrial design. Eight years later, the college was awarded the right to provide degrees in all of their major programs. The National Association of Schools of Art and Design (NASAD) granted original accreditation in 1972, and the North Central Association of Colleges and Schools (NCA) granted regional accreditation in 1977.

Over the next decades, the college changed its name, moved, and expanded. Today, the college's campus is made up of two unique sites, the Walter and Josephine Ford Campus and the A. Alfred Taubman Center for Design Education, located in Detroit's midtown. The Ford Campus houses the Art Education, Crafts, Entertainment Arts, Fine Arts, Foundation, Liberal Arts and Illustration undergraduate departments. The Taubman Center houses the Advertising: Copywriting, Advertising: Design, Graphic Design, Interior Design, Product Design and Transportation Design undergraduate departments as well as the Graduate programs in Design and Transportation Design.

The college's legacy has contributed to its recognition as an international leader in art and design education. In 2007 *Bloomberg Business Week* listed CCS among the top design schools in the world. The CCS now enrolls more than 1,400 students seeking undergraduate degrees across 12 majors and graduate degrees in design and transportation design. The CCS also offers non-credit courses in the visual arts through its Continuing Education programs and annually provides over 4,000 high-risk Detroit youth with art and design education through the Community Arts Partnerships programs. Additionally, the CCS has a close working relationship with the Henry Ford Academy: School for Creative Studies (HFA: SCS). This public charter middle and high school enrolls more than 800 students in a high-performance academic curriculum, focusing on art and design.

The CCS continues to pride itself on maintaining the tradition of integrating rigorous courses with world-class, contemporary exhibitions, as well as hiring talented, local

artists and designers and world renowned painters, sculptors and craftspeople to teach courses.

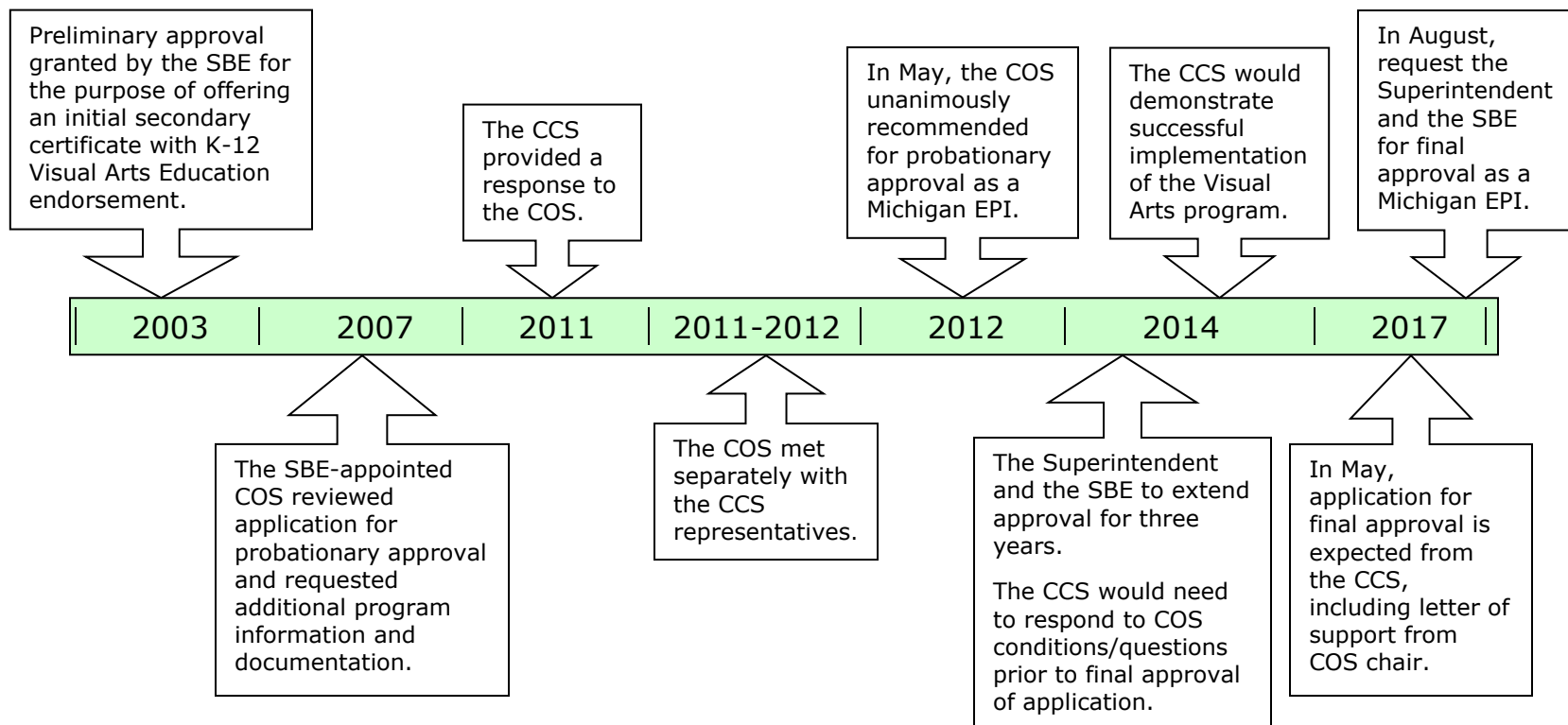
During 2003, the State Board of Education (SBE) granted preliminary approval to the CCS for the purpose of offering an initial secondary certificate with K-12 Visual Arts Education endorsement. Under the mentorship of HC, the CCS submitted an application to the MDE for probationary approval, which is the regular and usually next step in moving toward final approval. During 2007, a SBE-appointed Committee of Scholars (COS) reviewed this application and requested additional program information and documentation. During 2011, the CCS provided a response to the COS. The COS met separately and with the CCS representatives during 2011-2012. These meetings lead to a unanimous COS decision to conduct a site visit during May 2012. The site visit produced a unanimous COS decision to recommend the CCS to the SBE for probationary approval as a Michigan Educator Preparation Institution.

In 2014, the Superintendent and the SBE are going to extend the approval for three years. During that time CCS would demonstrate continued successful implementation of the Visual Arts program. Any conditions or questions the CCS COS noted as needed before application for final approval would be responded to. After May 2017, the MDE would expect application from the CCS for final approval, including a reference letter of support from COS, prepared by the COS chair.

The overall results of the COS' reviews, including the onsite visit, are summarized in this report. Probationary approval will allow the CCS to operate with program and financial independence from HC and take on sole responsibility to recommend their CCS candidates for certification while the CCS continues to strengthen their program.

According to the application, candidates seeking secondary certification will select the K-12 Visual Arts Education as their major specialty program. This specialty program has been reviewed through the MDE process for specialty program review and is recommended for approval concurrently with the COS recommendation for probationary approval of the educational unit.

Timeline of Activities



**Committee of Scholars (COS) Report
on the Application for Probationary Approval from
College for Creative Studies (CCS)**

Michigan Standards for the Initial Approval of Educator Preparation Institutions

[http://www.michigan.gov/documents/TPI_Standards, Requirements, & Procedures for Initial Approval 74807 7.PDF](http://www.michigan.gov/documents/TPI_Standards,_Requirements,_&_Procedures_for_Initial_Approval_74807_7.PDF)

STANDARD I.A **Conceptual Framework.** The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

STANDARD MET

COMMENT[S]: All indicators met. The partnership with Henry Ford Academy: School for Creative Studies, a middle/high school charter school (HFA: SCS), provides candidates with excellent opportunities for field-based learning.

Indicator I.A.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

Indicators	Comments	Activities/Goals for Final Approval
I.A.1.a The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students;	Indicator Met: This indicator is clearly documented in the Program Narrative and other supporting materials.	

Indicators	Comments	Activities/Goals for Final Approval
I.A.1.b The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation;	<p>Indicator Met:</p> <p>This indicator is clearly documented in the Program Narrative and other supporting materials.</p>	
I.A.1.c The framework(s) reflects multicultural and global perspectives that permeate all programs; and	<p>Indicator Met:</p> <p>This indicator is clearly documented in the Program Narrative and other supporting materials.</p>	
I.A.1.d The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.	<p>Indicator Met:</p> <p>This indicator is clearly documented in the Program Narrative and other supporting materials.</p>	

Indicator I.A.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.

Indicators	Comments	Activities/Goals for Final Approval
I.A.2.a Courses in general, content, professional, pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s); and	<p>Indicator Met:</p> <p>This indicator is clearly documented in the Course Requirements, course syllabi, and other supporting materials.</p>	
I.A.2.b Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual frameworks(s).	<p>Indicator Met:</p> <p>Requirements and expectations for field placements clearly address this indicator. A partnership with HFA: SCS, provides candidates with excellent opportunities for field-based learning.</p>	

Indicator I.A.3 The unit engages in regular and systematic evaluations to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.

Indicators	Comments	Activities/Goals for Final Approval
I.A.3 The unit engages in regular and systematic evaluations, including, but not limited to, information obtained through student assessment and collection of data from students, recent graduates, and other members of the professional community. The unit uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.	<p>Indicator Met:</p> <p>On-going unit evaluation is conducted regularly and includes input from an advisory council, input from external professionals, and annual faculty evaluations.</p>	

STANDARD I.B General Studies for Initial Teacher Preparation. The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.B.2 The general studies incorporate multicultural and global perspectives.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	

STANDARD I.C **Content Studies for Initial Teacher Preparation.** The unit ensures that teacher candidates attain academic competence in the content that they plan to teach.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
I.C.1 Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	

STANDARD I.D Professional and Pedagogical Studies for Initial Teacher Preparation. The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

STANDARD MET

COMMENT[S]: All indicators met.

Indicator I.D.1 Candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge about:

Indicators	Comments	Activities/Goals for Final Approval
I.D.1.a The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.1.b The impact of technological and societal changes on schools;	Indicator Met: Evidence is in foundational courses. Societal changes are addressed in DAE 200. Additional evidence of current technology use is evident throughout the methods courses.	
I.D.1.c Theories of human development and learning;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	

Indicators	Comments	Activities/Goals for Final Approval
I.D.1.d Inquiry and research;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.1.e School law and educational policy;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.1.f Professional ethics; and	Indicator Met: Evidence is well-documented in Course Requirements and candidate expectations/evaluations.	
I.D.1.g The responsibilities, structure, and activities of the profession.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation of activities and professional standards.	

Indicator I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:

Indicators	Comments	Activities/Goals for Final Approval
I.D.2.a Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.b Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.c Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.d Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	

Indicators	Comments	Activities/Goals for Final Approval
I.D.2.e Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.f Planning and management of instruction based on knowledge of the content-area, the community, and curriculum goals;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.g Formal and informal assessment strategies for evaluation and ensuring the continuous intellectual, social, and physical development of the learner;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.h Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being;	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.D.2.i Effective interactions with parents for supporting students' learning and well-being;	Indicator Met: Evidence is well-documented. The partnership with HFA: SCS provides candidates with excellent opportunities for learning.	

Indicators	Comments	Activities/Goals for Final Approval
I.D.2.j The opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and	<p>Indicator Met:</p> <p>Evidence is well-documented in the Program Narrative, Course Requirements and syllabi documentation.</p>	
I.D.2.k Educational technology, including the use of computers and other technologies in instruction, assessment, and professional productivity.	<p>Indicator Met:</p> <p>There is ample evidence of technology use by students and integration into instruction.</p>	<p>The COS team recommends the Visual Arts Education department continue efforts to fully meet the Michigan professional standards for integrating current technology into teaching and learning; for example, integrating technology standards specified in relevant SBE -approved standards.</p>

STANDARD I.E Integrative Studies for Initial Teacher Preparation. The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
I.E.1 Candidates learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structure of the content-area meaningful for all students.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	
I.E.2 The learning experiences created by teacher candidates build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socio-economic, community, and family groups, to help all students achieve high levels of learning.	Indicator Met: Evidence is well-documented in Course Requirements and syllabi documentation.	

STANDARD I.F Advanced Professional Studies. The unit ensures that the candidates become more competent as teachers or develop competencies for the professional roles.

STANDARD NOT APPLICABLE

COMMENT[S]: CCS currently does not have advanced professional studies options.

Indicators	Comments	Activities/Goals for Final Approval
I.F.1 Advanced programs for continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding of learning and practices that support learning.	Not Applicable: CCS does not offer advanced teacher preparation program(s).	
I.F.2 The guidelines and standards of the specialty organizations are used in developing each advanced program.	Not Applicable: CCS does not offer advanced teacher preparation program(s).	
I.F.3 Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.	Not Applicable: CCS does not offer advanced teacher preparation program(s).	

STANDARD I.G Quality of Instruction. Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
I.G.1 Higher education faculty uses a variety of instructional strategies that reflect an understanding of different models and approaches to learning.	Indicator Met: Evidence in syllabi documentation and Program Narrative address this indicator.	
I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.	Indicator Met: Evidence in syllabi documentation and Program Narrative address this indicator.	
I.G.3 Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.	Indicator Met: Evidence in syllabi documentation and Program Narrative address this indicator.	
I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.	Indicator Met: Evidence in syllabi documentation and Program Narrative address this indicator.	

STANDARD I.H **Quality of Field Experiences.** The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.

STANDARD MET

COMMENT[S]: All indicators met. Candidates are provided with multiple, diverse experiences.

Indicator I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to:

Indicators	Comments	Activities/Goals for Final Approval
I.H.1.a Relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;	<p>Indicator Met:</p> <p>The CCS Directed Teaching Handbook outlines learning objectives that correspond with MDE proficiencies for first-year teachers, as well as with competencies for teacher candidates stated by the National Association of Schools of Art and Design. Comparing these expectations, as well as the CCS Art Education Policy and Procedure Handbook, the Student Teaching Handbook, and the syllabus for internship (DAE 510) with the rating instruments used to evaluate student teachers indicates a direct correlation between the principles and theories learned in coursework and use in the schools.</p>	

Indicators	Comments	Activities/Goals for Final Approval
I.H.1.b Create meaningful learning experiences for all students; and	<p>Indicator Met:</p> <p>Experiential learning opportunities occur through pre-student teaching practica, which are required of all students in art education courses. These practica are conducted primarily in classrooms of the HFA: SCS. These activities, combined with contemporary learning objectives stated in art education course syllabi, facilitate meaningful learning experiences.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>I.H.1.c Study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.</p>	<p>Indicator Met:</p> <p>As noted in I.H.1.b, candidates conduct observations in classrooms at the HFA: SCS as part of their regular coursework. The student body at HFA: SCS is primarily African American. The school practices Design Thinking pedagogy. Candidates also participate in Detroit community-based art projects through the college's Community Arts Partnership program. These projects serve neighborhood populations, and help prepare candidates for alternative artistic and educational venues. The college also places pre-practica candidates in two schools that serve primarily exceptional populations. Elementary and secondary internship placements are guided by an effort to balance an urban experience with a suburban experience.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.</p>	<p>Indicator Met:</p> <p>The CCS Art Education Policy and Procedure Handbook (p. 12), Directed Teaching Handbook-Cooperating Teachers (pp. 2, 4), and the Directed Teaching Handbook-Student Teacher (pp. 4, 5, 7-10, 13, 15-17) state expectations of reflection by candidates and feedback from supervisors. Evaluation forms completed by cooperating teachers are included in materials provided by the CCS for the COS review. Candidates regularly record an online “blog” of their internship experiences. These reflections are available for review and comment by faculty, mentors, and peers.</p>	
<p>I.H.3 Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of ten weeks of full-time student teaching, or its equivalent, is expected.)</p>	<p>Indicator Met:</p> <p>Student Teaching Handbook states that “each placement lasts for eight (8) weeks, full-time, for a total of 16 weeks” (p.6).</p>	

STANDARD I.I Professional Community. The unit collaborates with higher education faculty, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
I.I.1 Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.	<p>Indicator Met:</p> <p>Curriculum is developed and overseen by full-time visual arts education faculty, in consultation with experienced adjunct faculty, in keeping with the mission of the college, and taking advantage of the strengths of other major areas of study.</p>	

Indicator I.I.2 The unit develops agreements with schools and cooperating professionals to ensure that:

Indicators	Comments	Activities/Goals for Final Approval
I.I.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and	<p>Indicator Met:</p> <p>Directed Teaching Handbooks for cooperating teachers and student teachers are created through collaborative conversations. Collegial discussions continue on an ongoing basis.</p>	
I.I.2.b Candidates are supported in their achievement of the desired learning goals.	<p>Indicator Met:</p> <p>Directed Teaching Handbook-Cooperating Teachers lists responsibilities that support candidates in their placements. Candidate progress is reviewed at numerous points each semester, and learning goals reconfirmed or adjusted. Regular observations/evaluations conducted by the CCS faculty during internships are designed to also support candidates' learning goals.</p>	
I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.	<p>Indicator Met:</p> <p>The CCS faculty work closely with teachers in HFA: SCS. In addition, "art education students are required to share their talents and knowledge with the community through structured Service Learning projects" (Policy & Procedure Handbook, p.8).</p>	

STANDARD II.A Qualifications of Candidates (Initial & Advanced). The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

STANDARD MET

COMMENT[S]: When and where applicable, all indicators met.

Indicator II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.

Indicators	Comments	Activities/Goals for Final Approval
II.A.1.a The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., Professional Readiness Exam (PRE) proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale;	Indicator Met: Evidence in application for state approval documents (p. 6, binder) - Minimum overall GPA 2.5 and 2.7 for art education courses; Two faculty recommendations; satisfactory essay stating why desire to be a teacher; passed PRE; commitment statement signed; disclosure of felony/misdemeanor crimes. Confirmed through conversation with art department chairperson.	

Indicators	Comments	Activities/Goals for Final Approval
II.A.1.b The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the Miller Analogies Test, Graduate Records Examination, and Grade Point Average), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university; and	Not Applicable: No graduate/advanced programs.	
II.A.1.c The admission procedures for post-baccalaureate initial preparation programs and advanced programs ensure that candidates have attained appropriate depth and breadth in both general and content studies.	Indicator Met: A review of student records provides evidence that the chairperson reviews individual transcripts and creates program plan based on individual student needs.	Team recommends that the teacher education program formalizes and documents the transfer review requirements and processes.

Indicators	Comments	Activities/Goals for Final Approval
<p>II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.</p>	<p>Indicator Met:</p> <p>The following is as per the senior administration plans are in place for enhancing media presence and creating a new website. Representatives from the CCS develop relationships with art teachers and visit art classes to recruit. The CCS hosts two scholastic art regents; there is a scholastic board comprised of teachers, who are involved. The CCS also hosts an annual art teacher reception; they bring in out of state teachers.</p>	
<p>II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.</p>	<p>Indicator Met:</p> <p>Evidenced in student files, program checklists, disposition criteria, and academic criteria.</p>	

STANDARD II.B Composition of Candidates (Initial & Advanced). The unit recruits, admits, and retains a diverse student body.

STANDARD MET - PARTIALLY

COMMENT[S]: Three of four indicators are met. CCS may achieve all four indicators as program continues to develop.

Indicators	Comments	Activities/Goals for Final Approval
II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.	Indicator Met: Visual arts education faculty intentionally attends college fairs targeting minorities and actively recruits from the Detroit area.	
II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.	Indicator Not Met: The COS observed some diversity among candidates; however, the COS was unable to find a written formal plan for continued development of a more diverse candidate population.	Team recommends the unit develop a plan for recruiting a diverse student body that includes target goals and an annual review process.
II.B.3 The student body is culturally diverse.	Indicator Met: Evidenced by undergraduate facts sheet from the Registrar's Office.	

Indicators	Comments	Activities/Goals for Final Approval
<p>II.B.4 The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.</p>	<p>Indicator Met:</p> <p>Evidenced by undergraduate facts sheet from the Registrar's Office. Student body includes, males and females, and is comprised of Black/African American, American Indian/Alaska Native, Asian, Hispanic/Latino, and White students.</p>	

STANDARD II.C Monitoring and Advising the Progress of Candidates. The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.	<p>Indicator Met:</p> <p>Candidates are assessed and monitored frequently throughout their program. Assessments include art and art education projects, course grades, community service projects, student teaching evaluations, and portfolios.</p>	
II.C.2 Assessment of candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.	<p>Indicator Met:</p> <p>Evidenced in student files, program information, policies, and portfolios. Program information and policies indicate positive professional behaviors and disposition evaluations are required for each course. Field experience evaluations include reflective practice, instruction/curriculum planning, and communication skills aspects.</p>	

Indicators	Comments	Activities/Goals for Final Approval
II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.	<p>Indicator Met:</p> <p>Institution has its own policies and procedures, which include GPA and course grades. The institution tracks at risk and probationary students on an ongoing basis. At the unit level, progress is also monitored with regard to professional disposition, course performance, and feedback from cooperating teachers. A remediation plan is created by the chair based on a student's individual needs.</p>	
II.C.4 The ability of the candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.	<p>Indicator Met:</p> <p>Evidenced in student teaching evaluations, lesson and unit plans (methods courses DAE 405/315), and professional dispositions (each teacher education course).</p>	
II.C.5 Criteria consistent with the conceptual framework(s) of programs used to determine eligibility of student teaching and other professional internships.	<p>Indicator Met:</p> <p>Philosophy in policies and procedures handbook states four areas - commitment, leadership, service, and reflection. These come through clearly across all program aspects and procedures (e.g. art in the community- community partnership/service learning projects; dispositional evaluations; application procedures for student teaching).</p>	

Indicators	Comments	Activities/Goals for Final Approval
II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.	<p>Indicator Met:</p> <p>Evidenced in the student handbook, student advising files, interviews with faculty, and application procedures booklet.</p>	

STANDARD II.D Ensuring the Competence of Candidates (Initial & Advanced). The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for license.

STANDARD MET

COMMENT[S]: When and where applicable, all indicators met.

Indicators	Comments	Activities/Goals for Final Approval
II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.	Indicator Met: Evidence in student teaching evaluations, portfolios, and art education exhibits. Confirmed through faculty interviews.	
II.D.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.	Indicator Met: Evidence in GPA, student teaching evaluations, portfolios, and art education exhibits. Confirmed through faculty interviews.	

STANDARD III.A Professional Education Faculty Qualifications (Initial & Advanced). The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

STANDARD MET - PARTIALLY

COMMENT[S]: When and where applicable, six of 8 indicators are met. CCS may achieve all eight indicators as program continues to develop.

Indicator III.A.1 Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach.

Indicators	Comments	Activities/Goals for Final Approval
III.A.1.a Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments;	Indicator Met: Faculty resumes show full-time visual arts education. Faculty has earned doctorate degrees. Adjuncts have Master's degrees and significant experience in the field.	
III.A.1.b Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship;	Indicator Met: Course syllabi & assignments are posted online for students. Out-of-classroom communication is conducted through email and blogs. Syllabi indicate that technology is not only used as a teaching/learning tool and for research, but is also a topic of study and method of visual expression in art education methods courses.	

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.1.c Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications;</p>	<p>Indicator Met:</p> <p>Program is conducted in an urban setting. Full-time faculty resumes show significant world travel and involvement in other countries, and work with diverse learning styles and special needs. Among adjuncts and HFA: SCS partners there is significant experience working in culturally and economically diverse environments, and with students with special needs. Required course content includes "history and philosophy of multicultural diversity, [and] inclusiveness ... in the American education system" (DAE 200). Students may conduct service learning activities at Eaton Academy, a school for students with learning difficulties.</p>	
<p>III.A.1.d Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology;</p>	<p>Not Applicable:</p> <p>No graduate program in art education.</p>	

Indicators	Comments	Activities/Goals for Final Approval
III.A.1.e Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s);	<p>Indicator Met:</p> <p>Full-time and adjunct visual arts education faculty conduct field observations. Faculty have significant experience in the classroom and graduate degrees that support this important activity. Pre-internship field experiences at HFA: SCS are with qualified mentor teachers. Pre-internship placements are reviewed regularly to determine appropriate match of student needs and mentor abilities.</p>	
III.A.1.f School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice; and	<p>Indicator Met:</p> <p>All school faculty mentors are licensed, hold MDE art endorsement, and have had at least three years of teaching experience. School faculty are vetted by program faculty and the CCS placement officer. The rare unproductive mentorship situation is addressed immediately by dissolving the relationship and finding the intern an appropriate and productive placement.</p>	
III.A.1.g Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.	<p>Not Applicable:</p> <p>No graduate program in art education.</p>	

Indicator III.A.2 Higher education faculty exhibit intellectual vitality in their sensitivity to critical issues (e.g., how content studies and pedagogical studies can be more effectively integrated and the ethics of equity and diversity in U.S. culture) and in their efforts to address the issues and become proactive in addressing them.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.2.a The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars; and</p>	<p>Indicator Not Met:</p> <p>Full-time visual arts education faculty teaches three courses each fall and spring semester. Faculty participates in college committees and contribute to HFA: SCS programs.</p> <p>Faculty resumes show infrequent peer-reviewed publications, exhibitions and presentations relative to norms and expectations across the academic profession."</p>	<p>Scant evidence of professional recognition may be a function of the culture and expectations of the institution. Visual arts education faculty hold doctoral degrees, and in order to meet professional norms, should publish and/or exhibit in a peer-reviewed venue, and present scholarship at a national conference, at least once each academic year.</p> <p>Institutional support is recommended to allow opportunities for faculty to engagement in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement.</p>

Indicators	Comments	Activities/Goals for Final Approval
III.A.2.b Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.	Not Applicable: No graduate program in art education.	
III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.	Indicator Met: Visual arts education faculty engage in professional development events with HFA: SCS faculty and staff.	

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.4 Higher education faculty are actively involved in professional associations and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment.</p>	<p>Indicator Not Met:</p> <p>Full-time faculty members belong to the National Art Education Association and the Michigan Art Education Association, and have occasionally made presentations at conferences of both associations, as well as to regional educational organizations. This does not indicate an “active” involvement.</p>	<p>Scant evidence of professional recognition may be a function of the culture and expectations of the institution. Visual arts education faculty members hold doctoral degrees, and in order to meet professional norms, should publish and/or exhibit in a peer-reviewed venue, and present scholarship at a national conference, at least once each academic year.</p> <p>Institutional support is recommended to allow opportunities for faculty to engagement in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement.</p>

STANDARD III.B Composition of Faculty. The unit recruits, hires, and retains a diverse higher education faculty.

STANDARD MET – PARTIALLY

COMMENT[S]: Two of four indicators met. The CCS may achieve all four indicators as program continues to develop.

Indicators	Comments	Activities/Goals for Final Approval
III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.	Indicator Not Met: Explicit plan not yet in place. The CCS Strategic Plan is in progress, and is intended to include an explicit plan for hiring and retention of a diverse faculty.	The CCS Strategic Plan must be finalized and published, including plan and procedures for hiring and retaining of diverse faculty.
III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.	Indicator Not Met: Explicit plan not yet in place. The CCS Strategic Plan is in progress, and is intended to include an explicit plan for hiring and retention of a diverse faculty.	Implementation of Strategic Plan should include annual review of diversity plan success.
III.B.3 The faculty is culturally diverse.	Indicator Met: Full-time faculty - Culture/ethnicity: 1 White; 1 Asian; 1 male, 1 female. Part-time faculty - 2 white, 2 female. One African American female to be hired in fall 2012.	

Indicators	Comments	Activities/Goals for Final Approval
<p>III.B.4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.</p>	<p>Indicator Met:</p> <p>Full-time faculty - Culture/ethnicity: 1 White; 1 Asian; 1 male, 1 female. Part-time faculty - 2 white, 2 female. One African American female to be hired in fall 2012.</p>	

STANDARD III.C Professional Assignments of Faculty. The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

STANDARD MET PARTIALLY

COMMENT[S]: Three of four indicators met. CCS may achieve all four indicators as program continues to develop.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.C.1 Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.</p>	<p>Indicator Not Met:</p> <p>According to the CCS Full-time Faculty Handbook (p. 19, 20, items 3.6.2 & 3.6.6.1), regular full-time teaching load is three 3-credit courses per semester. As noted in item III.A.2.a, evidence of regular scholarship is lacking. Because requests for faculty development support originate with the faculty member ("...faculty will initiate requests for funding to their chairperson." [p.49. item 3.14]), it may be assumed that faculty members have not requested professional development funds toward research, publishing, exhibitions or peer-reviewed conference presentations.</p>	<p>Visual arts education faculty members hold doctoral degrees, and in order to meet professional norms, should publish and/or exhibit in a peer-reviewed venue, and present scholarship at a national conference, at least once each academic year.</p> <p>Institutional support is recommended to allow opportunities for faculty to engagement in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement.</p>

Indicator III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and are limited to allow faculty to engage effectively in teaching, scholarship, and service.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.C.2.a The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for undergraduate courses, 9 semester/quarter hours for graduate courses, and an appropriate prorating for a combination of undergraduate and graduate courses;</p>	<p>Indicator Met:</p> <p>According to faculty handbook, all CCS faculty are required to teach three courses (9 credit hours each semester). This is true for all full-time faculty across the campus. Department Chairs are expected to teach two courses. Field observations of interns are considered the equivalent workload of one course.</p>	
<p>III.C.2.b The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities;</p>	<p>Indicator Met:</p> <p>Faculty teaching loads for studio and art education faculty are consistent across disciplines. Faculty handbook does not mention class size, preparations, and research or service responsibilities in determination of workload.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>III.C.2.c Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments generally do not exceed a ratio of 18 full-time students to one full-time faculty member.); and</p>	<p>Indicator Met:</p> <p>"Supervising interns is considered a course. Accordingly, all paper work and resulting time required, is considered equal to teaching a course. Adjuncts supervising more than one student teacher are paid full adjunct pay. Adjuncts supervising only one student are paid as an independent study. All supervising faculty are paid for mileage at the stated government rate" (from correspondence with visual arts education department chairperson).</p>	
<p>III.C.2.d Faculty who direct graduate projects, (e.g., Masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.</p>	<p>Not Applicable:</p> <p>No graduate program in art education.</p>	

STANDARD III.D Professional Development of Faculty. The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

STANDARD MET

COMMENT[S]: All indicators are met.

Indicators	Comments	Activities/Goals for Final Approval
III.D.1 Policies and practices encourage professional education faculty to be continuous learners.	Indicator Met: Faculty participates in technology training sessions and pedagogical strategies on campus and off campus.	Institutional support is recommended to allow opportunities for faculty to engagement in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.</p>	<p>Indicator Met:</p> <p>Visual arts education faculty engages in professional development events with HFA: SCS faculty and staff.</p> <p>Full-time faculty members belong to the National Art Education Association and the Michigan Art Education Association, and have occasionally made presentations at conferences of both associations, as well as to regional educational organizations.</p> <p>Faculty participated in seminars on teaching and learning at Stanford University, as well as other venues.</p>	
<p>III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure.</p>	<p>Indicator Met:</p> <p>Full-time Faculty Handbook refers to criteria and protocols for salary, promotion, and tenure review. These criteria include contributions to teaching, scholarship, and service.</p>	
<p>III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.</p>	<p>Indicator Met:</p> <p>Student evaluations are used as a factor when department chairs perform annual faculty reviews. Director of Academic Technology conducts sessions on syllabus design, student assessment techniques, lesson planning, and rubrics, etc.</p>	

STANDARD IV.A Governance and Accountability of the Unit (Initial & Advanced). The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

STANDARD MET

COMMENT[S]: When and where applicable, all indicators met.

Indicators	Comments	Activities/Goals for Final Approval
IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.	<p>Indicator Met:</p> <p>As evidenced in the National Association of Schools of Art and Design (NASAD) and Educator Preparation Institution (EPI) reports, all ongoing planning aligns with the organization's mission. Program narrative clearly states the ongoing planning processes exist in budgeting, enrollment and retention, curriculum, facilities, technology and resource development. The CCS Strategic Plan is the overarching structure for these planning processes, and incorporates both short-term and long-term planning.</p>	

Indicators	Comments	Activities/Goals for Final Approval
IV.A.2 The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.	<p>Indicator Met:</p> <p>As evidenced in the EPI report, the Chair of art education makes recommendations to the dean of Academic affairs regarding faculty evaluations, reappointment and promotions. A hiring committee for full-time faculty is chaired by Chair of art education. The Chair initiates curriculum changes based on recommendations of rotating faculty on the Curriculum Committee. Processes are supported by the CCS Faculty Handbook.</p>	

Indicator IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.

Indicators	Comments	Activities/Goals for Final Approval
IV.A.3.a There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel;	<p>Indicator Met:</p> <p>There are six faculty listed in the Specialty Program report, with two identified as full time faculty. Additionally, there is one full time office administrator who is also responsible for teacher certification. A Student Teacher Placement Coordinator is paid on an adjunct basis. This unit size is appropriate for the enrollment of the program.</p>	
IV.A.3.b The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the programs' conceptual framework(s);	<p>Indicator Met:</p> <p>As evidenced in EPI report, all adjuncts must meet the department's criteria to ensure integrity, quality and continuity of art education program's conceptual framework.</p> <p>There are no graduate students teaching in the program at this time.</p>	

Indicators	Comments	Activities/Goals for Final Approval
IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered; and	<p>Indicator Met:</p> <p>Art education has one full-time office administrator within the art education department, who is also responsible for teacher certification. The Student Teacher (Directed Teaching) Placement Coordinator is paid as an adjunct, on a per semester contract basis. Technology staff serves all academic units as needed. Art education recently purchased an interactive whiteboard, and had one technician trained with faculty to insure the CCS faculty would be supported.</p>	
IV.A.3.d Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.	<p>Not Applicable:</p> <p>No graduate program in art education.</p>	
IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.	<p>Indicator Met:</p> <p>As indicated in the CCS report and NASAD report, committee of department chairs meets every two weeks, considering such topics as curricular matters, interdisciplinary initiatives, scheduling and syllabi. The Faculty Assembly includes committees on curriculum, academic performance and assessment.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.</p>	<p>Indicator Met:</p> <p>As evidenced in the CCS report, the department reviews and maintains long range plans as part of the preparation for the NASAD accreditation review. As evidenced in NASAD report, the CCS has an ongoing "Campus Master Plan" process which was begun in 1996 and then updated in 2005. As stated in NASAD, "major deferred maintenance problems exist in two buildings." However, the Board has approved moving forward with fundraising that will increase housing and academic space, renovate the interior of the Art Centre Building and make necessary repairs to the Kresge-Ford Building. Regular assessments of facilities are made and areas for improvement are identified regularly.</p>	
<p>IV.A.6 School faculty, candidates, and other members of the professional community are actively involved in the unit's policy making and/or advisory bodies.</p>	<p>Indicator Met:</p> <p>As evidenced in the CCS report, department policies are reviewed and updated each year. The advisory council is consulted about policies relating to schools and student teaching. (Per standards, requirements, and procedures for initial approval.)</p>	

Indicators	Comments	Activities/Goals for Final Approval
IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.	<p>Indicator Met:</p> <p>As evidenced in the NASAD report, all full time faculty positions are hired through national searches. Faculty concerns and grievances are reviewed by the Faculty Concerns Committee, which is an elected standing committee of the Faculty Assembly Committee comprised of full time faculty. This committee makes recommendations to the Dean of the College and the President. Faculty Handbook speaks to these policies.</p>	

STANDARD IV.B Resources for Teaching and Scholarship. The unit has adequate resources to support teaching and scholarship by faculty and candidates.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
IV.B.1 Support for professional development is at least at the level of other units in the institution.	<p>Indicator Met:</p> <p>Under current institutional conditions -</p> <p>As evidenced in the CCS report, every academic department at the CCS has access to faculty development funds, which are administered by the Office of Academic Affairs. Over the past three years, the CCS has responded to the economic downturn by cutting back on faculty professional development funds and sabbaticals. Senior administration views Professional Development (PD) funding as a competition, where everyone has an opportunity to justify/compete for the PD money. They feel this benefits smaller departments and creates greater equity.</p>	At the time of full approval, evidence of sufficient and equitable professional development for art education faculty will be needed.
IV.B.2 Higher education faculty have well maintained and functional offices, instructional, and other space to carry out their work effectively.	<p>Indicator Met:</p> <p>Verified through campus visit. Offices and instructional spaces are well maintained. The EPI report addresses many future plans for expansion.</p>	

Indicators	Comments	Activities/Goals for Final Approval
IV.B.3 Higher education faculty and candidates have training in, and access to, education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.	<p>Indicator Met:</p> <p>As evidenced in the CCS report, "the hardware and software resources...are second to none." All faculty and staff, including adjuncts have access to free training and support related to all technology issues.</p>	
IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.	<p>Indicator Met:</p> <p>As evidenced in the NASAD report, the Strategic Plan calls for further expansion of the library. According to the NASAD report, the library was inadequate in 1995, but grew into a much larger collection, with a professional staff, digital systems, and participation in major library networks. The library automated its collection with the Innovative Millennium software. Also mentioned is the Student Success Center which includes reading and writing support. The Library Director works with staff, faculty, and students to continuously update and expand the collection in order to better serve each program and major.</p>	

Indicators	Comments	Activities/Goals for Final Approval
IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.	<p>Indicator Met:</p> <p>As evidenced in the CCS report, art education is creating a K-12 education resource room. Also, requests from faculty, students and staff are "given the highest priority. As evidenced in the NASAD report, a new staff position was created in 2005 to manage faculty's training in computer related matters. This new staff member was also assigned a research and coordination role in assisting administration in making software choices for the academic programs.</p>	
IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.	<p>Indicator Met:</p> <p>As evidenced in the CCS, there are four full time librarians for the Ford campus and Taubman Center libraries, and according to the NASAD report, the Visual Resources Curator position has become a full time position. Senior administration is committed to ongoing technology support - increased software/hardware, academic training, and resources for academic technology.</p>	

STANDARD IV.C Resources for Operating the Unit. The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

STANDARD MET

COMMENT[S]: All indicators met.

Indicators	Comments	Activities/Goals for Final Approval
IV.C.1 The budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.	<p>Indicator Met:</p> <p>Under current institutional conditions -</p> <p>As evidenced in the EPI report, the art education budget is adequate in relation to other budget allotments. In 2009, budgets began trending downward. In 2010, art education funds were increased to support the additional needs related to the certification process.</p>	At the time of final approval, the institution needs to demonstrate evidence of additional funding to adequately support the art education program.
IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.	<p>Indicator Met:</p> <p>Program has appropriate resource allocation.</p>	
IV.C.3 Facilities and equipment are functional and well maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.	<p>Indicator Met:</p> <p>As evidenced during site visit, the offices "have equity" with all other offices. The Taubman Center and Ford Campus expanded and renovated facilities are referenced, and it is noted that students have access to both campuses through a shuttle service for which the CCS provides three buses.</p>	

Michigan Specific Standards/Rules/Guidelines

Explanatory note: This standards/rules/guidelines matrix refers to the Entry-level Standards for Michigan Teachers (ELSMT). During the CSS' period of review, the ELSMT were revised and renamed as the Professional Standards for Michigan Teachers (PSMT). The CCS integrated the ELSMT revisions and uses PSMT with teacher candidates; see: I.E.1 below. Recently the SBE approved the Michigan Interstate Teacher Assessment and Support Consortium (MI InTASC) standards. The CCS is integrating those standards into its Visual Arts Education program and the CCS will be reviewed on the basis of the MI InTASC during future program reviews.

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I. Initial Teacher Preparation				
I.A	The preparation program ensures that individuals recommended for certification have an acquaintance with the substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society, by requiring not less than 40 semester hours in a program of general or liberal education. [See Rule 390.1122 (1).]	MET	Program exceeds administrative rules with 42 semester hours in liberal education. Evidenced through program application materials, catalogue, and art education faculty.	
I.B	The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:			

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I.B.1	How human beings grow and how they learn. Elementary preparation shall focus on the developmental needs of preadolescents and early adolescents. Secondary preparation focuses on the developmental needs of early adolescents and adolescents. All study includes the needs of the exceptional child, including those with handicapping conditions; the gifted and talented; and those with cultural differences; and	MET	DAE 250: Human Development, Creativity and Visual Learning covers human growth and development from physical, psychological, emotional, and social development perspectives. There is a diverse setting/special education field placement requirement of 10 hours. DAE 405/315 (Secondary and Elementary Methods courses) both incorporates accommodations and requires candidates to adapt lesson plans.	
I.B.2	The structure, function, and purposes of educational institutions in our society.	MET	DAE 200: Educational Foundations - Explores the history and philosophy of education, including issues of equity, inclusion, and access.	
I.C	The preparation program addresses the Michigan SBE 1993, Entry-Level Standards for Michigan Teachers, including:			
I.C.1	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);	MET	Evidenced through program application materials, catalogue, and art education faculty.	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.2	An understanding of the commitment to student learning and achievement;	MET	Candidates sign a commitment statement. Evidenced through lesson/unit plans, portfolios, student teaching evaluations, service learning projects, partnership with Henry Ford Academy, and professional and reflective practices (methods classes, field work, and student teaching).	
I.C.3	A knowledge of the assigned subject areas and how to teach those subjects;	MET	Evidenced through lesson/unit plans, portfolios, student teaching evaluations, service learning projects, partnership with Henry Ford Academy, and professional and reflective practices (methods classes, field work, and student teaching).	
I.C.4	An ability to manage and monitor student learning;	MET	Evidenced through lesson/unit plans, portfolios, student teaching evaluations, service learning projects, partnership with Henry Ford Academy, and professional and reflective practices (methods classes, field work, and student teaching).	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.5	An ability to systematically organize teaching practices and to learn from experience;	MET	Evidenced through lesson/unit plans, portfolios, student teaching evaluations, service learning projects, partnership with Henry Ford Academy, and professional and reflective practices (methods classes, field work, and student teaching).	
I.C.6	A commitment to participation in learning communities; and	MET	<p>Candidates sign a commitment statement. Evidenced through lesson/unit plans, portfolios, student teaching evaluations, service learning projects, partnership with Henry Ford Academy, and professional and reflective practices (methods classes, field work, and student teaching).</p> <p>Additionally, the student teaching seminar uses technology, such as blogs to build learning communities, and enhance communication and reflection.</p>	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.7	An ability to use information technology to enhance learning and to enhance personal and professional productivity.	MET	Evidenced through lesson/unit plans, portfolios, student teaching evaluations, service learning projects, partnership with Henry Ford Academy, and professional and reflective practices (methods classes, field work, and student teaching).	
I.D	The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b The Revised School Code):			
I.D.1	High academic achievement;	MET	Students are required to have at least a 2.5 GPA in their art field, as well as art education coursework.	
I.D.2	Successful group work with children (as a condition for admission to the teacher preparation curriculum);	MET	Students complete 10 hours of field experience in DAE 200 and 250 (for a total of 20 hours) prior to admission to candidacy.	
I.D.3	Knowledge of research-based teaching; and	MET	Candidates draw on research in methods courses and DAE 520 (professional seminar) course to inform their teaching.	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I.D.4	Working knowledge of modern technology and use of computers.	MET	Candidates use technology throughout their art majors. For example, all graphic design, entertainment arts, advertising arts, photography, fine arts, illustration, and interior design majors take DFN 119, which is a digital foundations course. They produce a digital portfolio at the end of their art education major. Additionally, the student teaching seminar uses technology, such as blogs to build learning communities, and enhance communication and reflection.	
I.E	SBE guidelines, policies and programs, and recent legislative requirements (such as the following items listed) are studied as part of the preparation program.			
I.E.1	Entry-Level Standards for Michigan Teachers (Michigan SBE, 1993, 1998);	MET	The CCS has voluntarily moved toward the PSMT standards and replaced the ELSMT standards. The CCS has developed a chart aligning courses with the PSMTs. They have demonstrated meeting all standards with the exception of standard 7c, which is in progress. Evidence of this in all teacher education syllabi (e.g. DAE 305, 315, and 415)	Evidence of integrating MI InTASC standards will be required for final approval.

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.2	Administrative Rules Governing the Certification of Michigan Teachers;	MET	<p>The Administrative Rules Governing the Certification of Michigan Teachers are discussed throughout the program. Posted on Blackboard are a variety of documents that are included in lectures in DAE 200 Foundations: History and Philosophy of Education and DAE 520 Directed Teaching Seminar, including:</p> <ol style="list-style-type: none"> 1. Mentoring New Teachers 2. MI InTASC Model Core Teaching Standards 3. Facts About Teacher Certification Policy 4. Facts About Permits 	
I.E.3	Michigan Test for Teacher Certification, including test objectives;	MET	<p>The Michigan Test for Teacher Certification (MTTC) Professional Readiness Examination (PRE) and the [(#095) LQ] Visual Arts Education content area test are defined in the CCS Art Education Policy and Procedure Handbook, as well as discussed with each student on numerous occasions.</p> <p>The MTTC is initially discussed with student when s/he declares art education as a major. Also reviewed with</p>	Transition to understanding of the PRE use in the MTTC program.

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
		<p>student are sample MTTC math, reading, and writing tests found on the MTTC web site. Students are further counseled to visit the CCS Success Center, if needed.</p> <p>All information relating to the MTTC PRE test and the MTTC [(#095) LQ] Visual Arts Education content area test is again reviewed with the students in an orientation discussion conducted by the Chair with each art education class each semester.</p> <p>Program Orientation Packet includes:</p> <ul style="list-style-type: none"> • Code of Ethics • Commitment Form • Student Contact Information and Student Release • Individual Field Trip Waiver Release • Questions regarding Convictions and Compliance and Convictions Questions • MTTC Information • Field Experience Record Sheet • Professional Behaviors and Dispositions 	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
		<p>(information)</p> <ul style="list-style-type: none"> • Recommendation Forms for Admission to Art Education Professional Program • Program Admissions Essay guidelines • CPR Training • Consumer form • Student National Art Education Association information • Student Michigan Education Association information • Statement of Commitment to Professionalism <p>Students are also directed to the MTTC PRE study guides and test books, which are on reserve in the Art Education Resource Library.</p> <p>MTTC [(#095) LQ] Visual Arts Education review session conducted by Carole Beach, Adjunct faculty about one month prior to the test date.</p>	
I.E.4 <i>The Revised School Code (1996);</i>	MET	The Revised School Code (1996), in particular MCL 380.1531 is posted on the Blackboard course pages of DAE 200 and DAE 520.	

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			Portions of this document are discussed in DAE 200 Foundations History and Philosophy of Education as well as in DAE 520 Directed Teaching Professional Seminar. The CCS has developed a chart aligning courses with required Michigan professional standards for teachers. The CCS made the change from the original ELMST standards to the PSMT standards, when they were initiated by the MDE, and the CCS will implement integration of MI InTASC standards, approved April 9, 2013, by the Michigan SBE. Michigan professional teaching standards are also addressed in DAE 510B/Directed Teaching.	
I.E.5	Administrative Rules for Special Education (1996);	MET	Rules addressed in DAE 250 - Human Development Course, chapter five.	
I.E.6	Michigan Curriculum Framework; and	MET	To the extent applicable, the CCS has shifted from using Michigan Curriculum Framework (MCF) to integrating the High School Content Expectations (HSCEs) and the Michigan Merit Curriculum (MMC) into the CCS coursework. This is	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
		evidenced in DAE 520: Professional Seminar and all methods courses, when candidates develop and implement plans using current Michigan benchmarks and standards.	
I.E.7 Portions of the School Code pertaining to criminal activity:			
I.E.7.a Section 1230 (criminal records check by State Police/FBI);	MET	Discussions about criminal activity and certification are included with the delivery of the orientation packet each semester at the beginning of each class. Candidates are counseled about the requirement to fill out the criminal convictions form on three occasions during their time in the program (at entry into the visual arts education program, upon application for student teaching, and upon application for certification). This is evidenced in the Art Education Program Policy and Procedure Handbook, page 10. Further, as per interviews with faculty, if a candidate has had a conviction s/he is counseled independently and advised to secure the formal record of their conviction.	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.7.b Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction, and suspension); and	MET	The importance of this information is discussed in detail during the DAE 520 Directed Teaching Seminar while students are in the process of developing their teaching portfolios and filling out application for jobs in the various consortiums.	
I.E.7.c Section 1809 (certificate fraud).	MET	The Revised School code MCL 380.1809 is discussed in DAE 520 Directed Teaching Seminar. In addition in DAE 520, candidates receive information about MCL 380.1532 teaching certificate; validity; recording; oath or affirmation; nullification.	
I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement (Administrative Rules Governing the Certification of Michigan Teachers, Part 10);	MET	Part 10 is discussed in DAE 520 Directed Teaching Seminar particularly when the Certification Coordinator presents the details of applying for certification.	
I.E.9 Public Act 25 (School Improvement);	MET	The concept of school improvement is a theme in DAE 200 as candidates investigate the history of education and what drives the process. The specifics of the Michigan School Improvement framework document are	

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		discussed in DAE 520 Directed Teaching Seminar, including review of current Michigan School Improvement Framework.	
I.E.10 Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and	MET	<p>Multicultural Education is a topic in DAE 200. Using the Michigan Standards and Benchmarks coupled with the National Standards, the P21 Standards, and the Common Core Curriculum students are introduced to the various regulations and requirements surrounding this issue related to Michigan SBE current initiatives.</p> <p>In DAE 315 Art Teaching Elementary Methods, multiculturalism is a theme for unit lesson plan development.</p>	
I.E.11 Michigan Alternative Routes to Teacher Certification (MARTC).	MET	As the course DAE Foundations: History and Philosophy of Education, progresses through the semester the content becomes more focused on the State of Michigan's policy and procedure, content standards, and lesson plan interpretation and delivery. Ultimately, the candidates are introduced to alternate routes of	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
			certification in a comparison to the traditional route.	
II. Content Studies				
II.A	Form X (Programs Offered for Certification/Endorsement) is complete and accurate. Advanced preparation programs are identified. (See definition in Glossary of NCATE Standards, Procedures and Policies, 1995.)	MET	Reviewed Form X for Visual Arts Education major for accuracy. Consistently found majors to have 42 credit hours for liberal arts coursework and 27 credit hours for teacher preparation coursework.	
II.B	(Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:			
II.B.1	Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education). (See details under I.A.);	N/A	Program is for initial secondary certificate only.	
II.B.2	Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching;	N/A	Program is for initial secondary certificate only.	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
II.B.3	A major of not less than 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other fields deemed appropriate to elementary education; or three minors of not less than 20 semester hours each, two of which shall be in substantive fields which may include a group minor of 24 semester hours and one of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. (See Rule 390.1126.); and	N/A	Program is for initial secondary certificate only.	
II.B.4	Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content-areas.	N/A	Program is for initial secondary certificate only.	
II.C	(Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:			
II.C.1	Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education). (See details under Initial Teacher Preparation.);	MET	Candidates complete 42 credit hours of liberal arts, which includes: 12 hours of Art History; English; History; Social Sciences; Natural Science; Math; Philosophy; Business.	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
II.C.2 Requirements of Rule 390.1123 (20 semester hours of theoretical and practical knowledge, including six semester hours of directed teaching.);	MET	Candidates complete 27 hours of professional teaching course sequence, which includes 10 semester credit hours of student teaching.	
II.C.3.a A major of not less than 30 semester hours or a group major of 36 semester hours;	MET	Candidates exceed this requirement by more than two times. Candidates complete 78 credit hours of coursework in their major, which includes between 60-63 credit hours of their studio major.	
II.C.3.b A minor of 20 semester hours or a group minor of 24 semester hours; and	N/A	Candidates complete the equivalent of comprehensive major in which minor is not required.	
II.C.3.c Three semester hours in the teaching of reading (including studies in reading in the content-areas).	MET	DAE 305 fulfills this requirement.	
II.D Credit to obtain one major/minor is not used to obtain another major/minor, except in permissible areas such as special education and bilingual education. (See Rule 390.1128, which applies to already certificated persons.)	MET	There is no "double-dipping" of credits. Students earn the Bachelor of Fine Arts degree in their respective studio areas in addition to gaining Michigan secondary certification with a Visual Arts Education (LQ) endorsement.	

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II.E	Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify.)	MET	<p>Components for (LQ) endorsement, Comprehensive Group Major include:</p> <ul style="list-style-type: none"> • 12 credits art education to include supervised pre-service field experiences (classroom and non-classroom experiences) at elementary and secondary levels; • 12 credits art/history, design/history, aesthetics, criticism; • 26 credits studio art including at least 18 credits studio, design, media, technology; and • 8 credits advanced level studio concentration. <p>All components are evident in the CCS Art Education Curriculum document.</p>	

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<p>II.F Appropriate program standards have been used to guide the program. See Michigan Teaching Certificate Endorsement Program Standards to be Used by Michigan Teacher Preparation Institutions for Specialty Program Approval at: http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc .</p> <p>Sets of specialty program standards are available on the web in matrix format. See: http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html.</p> <p>School Psychologist programs must meet the requirements of Rule 380.201 (September 1, 1992).</p>	<p>MET</p>	<p>Program aligns with Michigan State Board Standards for the Preparation of Teachers: Visual Arts Education (LQ).</p>	

Requirements		Status	Comments/Suggestions	Activities/Goals for Final Approval
II.G	<p>Group areas leading to an X code endorsement must include a fair balance of the various areas subsumed in that field.</p> <p>AX Communication Arts BX Language Arts EX Mathematics GX Business Education HX Agricultural Education IX Industrial Technology JX Music Education MX Health, Physical Education, Recreation (and Dance) OX Fine Arts PX Humanities RX Social Studies TX Technology and Design</p>	N/A	The CCS does not offer any of these programs.	
II.H	Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal records check.	MET	Files were reviewed and found to be complete.	
III. Field Experiences				
III.A	The institution provides institutional supervision for a minimum of six semester hours (of the required 20 semester hours of theoretical and practical knowledge) in directed teaching at the level for which the program prepares candidates for certification. [See Rule 390.1123(2).]	MET	Required six semester hours is met and requirement is published in Art Education Policy and Procedure Handbook.	

Summary of Findings from the Committee of Scholars

The COS was appointed by the Michigan SBE to evaluate the proposal from the CSS to offer initial secondary teacher preparation in Visual Arts Education at the CSS campus in Detroit. The COS has determined that the program design is sound and the program has been successfully implemented under the mentorship provided currently by HC.

The COS is recommending that the SBE grant probationary approval to the CCS. This will allow the institution to operate independently from HC, to continue to implement its own policies, and to recommend candidates directly to the MDE for teacher certification. The same COS will review the application for final approval, when the institution completes a three-year period of probationary status.

**Summary Information Regarding Specialty Programs to be Offered to Teacher Candidates
at the College for Creative Studies**

Code	Specialty Program	Standards Met	Program Options and Semester Hours (SH)	Comments
LQ	Visual Arts Education	State Board of Education 6-2001	<ul style="list-style-type: none">• Secondary Major, 114-121 SH [dependent upon studio program coursework]	Reviewed and recommended for approval – November 7, 2007



HOPE COLLEGE

DEPARTMENT OF EDUCATION

January 15, 2014

Dr. Steven Stegink
MDE/OPPS
John Hannah Building
680 W. Allegan St.
Lansing, MI 48933

Dear Dr. Stegink,

I am writing this letter to support the College of Creative Studies (CCS) application for probationary approval as a teacher preparation institution. I would ask that you include this letter with the materials forwarded to the Michigan Board of Education.

Hope College worked with CCS during the preliminary phase of their application process. Hope College faculty liaisons have seen CCS faculty carefully define a conceptual framework and develop a program that meets State standards and administrative rules. As a faculty representative from the mentoring institution, I have watched carefully to ensure CCS students were well prepared to serve the K-12 students of this state.

In addition, I was part of the review team that visited CCS in May of 2012 and I am confident that they have the faculty and institutional resources and commitment to be an exceptional institution.

I am prepared to attend necessary Michigan Board of Education meetings to support CCS and offer supporting testimony if appropriate.

Sincerely,

Dr. Laura Pardo
Professor of Education
Chair Education Department
616-395-7353
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cc: Nancy Lausch

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